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DEMONSTRATION CENTER AT REIDLAND HIGH SCHOOL (CENTRAL PART OF THE UNITED STATES) FOR TRAINING FARM YOUTH IN NONFARM AGRICULTURAL OCCUPATIONS. FINAL REPORT.

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THE PURPOSE OF THE CENTER WAS TO DEMONSTRATE WHAT COULD AND SHOULD BE DONE IN ESTABLISHING AND OPERATING A TRAINING PROGRAM IN AGRICULTURAL SUPPLY SALES AND SERVICE. TEACHER EDUCATORS, A LOCAL ADVISORY GROUP, AND THE COUNTY BOARD OF EDUCATION ASSISTED IN OPERATING THE CENTER. DURING THE 2-YEAR PERIOD, 165 TEACHERS OF AGRICULTURE, 28 SCHOOL OFFICIALS, 34 TEACHER EDUCATORS, 45 SUPERVISORS AND COORDINATORS, AND 34 OTHERS OBSERVED THE PROJECT. A FOLLOWUP STUDY OF VISITORS REVEALED 51 SCHOOLS STARTING SIMILAR PROGRAMS WITHIN 1 YEAR. OTHER SIGNIFICANT FINDINGS INDICATED--(1) THERE IS A GREAT NEED FOR TRAINING PROGRAMS IN AGRICULTURAL OCCUPATIONS, ESPECIALLY SALES AND SERVICE, AGRICULTURAL MECHANICS, AND HORTICULTURE, (2) AGRICULTURAL BUSINESSES ARE WILLING TO COOPERATE IN PROVIDING EMPLOYMENT EXPERIENCE, (3) SCHOOL ADMINISTRATORS WERE ENTHUSIASTIC ABOUT THE POSSIBILITIES OF SUCH PROGRAMS, (4) INFORMATION OBTAINED AT THE CENTER WAS HELPFUL IN STARTING PROGRAMS, (5) STUDENT REACTION TO THE PROGRAMS WAS EXCELLENT; (6) YOUNG TEACHERS WERE MORE INTERESTED THAN OLDER ONES IN STARTING THIS TYPE OF PROGRAM, (7) THERE IS A SHORTAGE OF QUALIFIED INSTRUCTORS FOR NEW PROGRAMS, (8) DEMONSTRATION CENTERS INFLUENCE THE ADOPTION OF INNOVATIVE IDEAS AND PROGRAMS, AND (9) MORE DEMONSTRATION CENTERS ARE NEEDED. QUESTIONNAIRES SENT TO TEACHERS AND ADMINISTRATORS, A CENTER EVALUATION INSTRUMENT, AND PUBLIC RELATIONS MATERIALS ARE INCLUDED. (DM)

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Harold Binkley

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INTRODUCTION

The program at Reidland High School was designed to prepare students for "job entry" in agricultural-supply businesses. The course of instruction was based on the competencies needed for employment and advancement. The competencies were identified by surveying agricultural businesses.

Purpose

The program had three distinct purposes:

1. To prepare high-school students for effective "job entry" and advancement in agricultural businesses which sell agricultural supplies and services to farmers and others.

2. To help students discover an interest in a particular phase of agriculture and to move on to take specialized or technical training in an area vocational school or a community college.

3. To cause other students to develop a desire to go to college and prepare themselves for professional careers in agriculture.

Background to Developing the Program

The 1962 report of President Kennedy's panel of consultants on Vocational Education suggested several changes in existing programs of vocational agriculture. Foremost among these was the recommendation that "programs should be developed for more occupations" and "present restrictions should be changed to recognize that agriculture is no longer based on production alone, and that agricultural education should provide increased emphasis on the related occupations in agriculture."

Kentucky, like many states, had a large number of students enrolled in vocational agriculture who did not enter farming. Also, many students have not been enrolled in vocational agriculture due to a belief that the training leads only to a career in farming. The number of farm related jobs -- agribusiness -- is increasing each year in Kentucky. Thus, a need and a demand for specialized training in agricultural occupations were apparent.

The extension and expansion of programs of vocational agriculture required the development of new programs, appropriate guidelines, teaching materials, and new methods of teaching. Thus, pilot and developmental programs were needed to chart the course for instructional programs in specialized areas of agriculture

for the large number of young men who are to work in nonfarm agricultural occupations.

The joint staff in agricultural education (supervisors and teacher educators) in Kentucky met in October and November, 1963, and developed the philosophy and criteria for pilot programs in agricultural occupations. A pilot program was started in the Department of Vocational Agriculture at Reidland High School in January, 1964.

The Reidland School district for several years had become more industrialized; farms had become smaller, and a number of farmers had gone to work in industry. Due to this change in the economic orientation of the community, the enrollment in vocational agriculture had decreased.

The agriculture department at Reidland had been evaluated in the summer of 1962. The outlook for vocational agriculture was not good. The enrollment was down to 35 and the agricultural building was being taken over by the music department. The farm mechanics laboratory was being used as a storage facility by the board of education. The low enrollment and retarded progress of the department was due to several factors:

1. Lack of farming programs for students.
2. Lack of interest by parents and students.
3. Lack of a program for students not interested in farming.
4. Lack of understanding that "agriculture is more than farming."

At the time there was a decrease in enrollment in vocational agriculture, the metropolitan area around Reidland was serving on a business basis, an ever-increasing number of people in agriculture.

The pilot phase of the program in agricultural occupations was completed on June 30, 1965, after 18 successful months of operation. The enrollment in the vocational agriculture grew from 35 to 108 and the teaching staff increased from one to three teachers between 1963-1966.

The pilot program proved very effective in preparing students for "job entry" in agricultural-supply businesses.

Course of Study

A survey of competencies needed by employees in agricultural-supply businesses was conducted in the Paducah Area (training location of Reidland students). Information from the local survey,

a state survey, and personal observations in local businesses by the teacher served as a basis for developing units of instruction. The course of study included the following units:

1. Opportunities in Agricultural Occupations
2. Orientation to the Training Program
3. Organization of Distributive Businesses
4. Agricultural Mathematics
5. Human Relations and Personality Traits
6. Store Skills
7. Salesmanship and Selling
8. Merchandising Feeds
9. Merchandising Seeds
10. Merchandising Fertilizers
11. Merchandising Agricultural Chemicals

The course of study was revised and refined with information and insight gained through supervision and consultation with businessmen and the help of the local advisory committee.

Classroom Instruction

Demonstrations, resource people, role playing, and modified problem-solving procedure were used in teaching the class. The problems dealt with were practical and realistic in that they were the kinds the students encountered at their training centers in the agricultural-supply businesses. The teacher kept in close contact with the owners and managers of the stores for areas on which to place special and timely emphasis in the instructional program. The daily instruction was kept flexible to allow for seasonal and employer-employee problems to be dealt on a timely basis. The sequence of instruction was determined by the owners and managers of the agricultural businesses.

A small store was set up in the classroom and stocked with agricultural supplies found in the local businesses. The store was used as a teaching device in which the students engaged in "role playing" in many phases of the training program. Realistic visual aids, such as scales, cash registers, telephones, sales tickets, display cases, and shelving played an important role in teaching the class.

The class was scheduled between 11 and noon each day, for a total of five hours of classroom instruction per week.

Supervised Occupational Experience

Students were placed in agricultural-supply businesses for training, usually after two or three weeks of class instruction.

The training stations were evaluated and selected by the instructor and the advisory committee. A meeting of prospective cooperating managers and owners of agricultural-supply businesses was held to orient them as to the aims and purposes of the program. A good understanding of the duties and responsibilities of the cooperating businesses was secured and specific individuals in the businesses were identified to direct and work with each student during his training.

Students, with teacher guidance, made appointments for job interviews, with two boys going to each place of business. Each employer selected the student of his choice. The occupational experience was scheduled when "business was moving" in the stores, and during the time of day and days of the week when the employer could make effective use of the students. The students' class schedules were worked out by the principal in April of the junior year, for the senior year. This early scheduling allowed some students to receive supervised experience in the morning, 7:00-10:30 a.m., with others in the afternoon from 12:30-5:00 p.m., and on Saturdays. Arranging with employers for student work experience at the time when "business was moving" rendered the businesses a service when they needed extra help and at the same time provided <u>good</u> occupational experience for the students.

Students were placed in the training centers a few days before they were put on the payroll. This gave the student an opportunity to become acquainted with the business and learn the location of the various products. Also, it allowed the student freedom to move around, observe, and develop an understanding of how the employees in the business dealt with customers.

Supervision

The students were supervised two or three times a week during the first two weeks in training. The employers were counseled regarding the progress of the students, their work habits, and attitudes. Students were not disturbed in their work. However, the teacher observed their performance and made notes to be used later for individual counseling, group discussions, and class work. After the students were employed, the class period on Monday was used to discuss individual and common problems encountered in their work and how to handle them.

Supervision of the students assisted the teacher to determine the sequence of instruction and insured that the classroom instruction was related to the duties and skills needed at the training stations.

Selection of Students

Students enrolled in the agricultural occupations class were 12th grade students. The following factors were considered:

1. Completed two years of vocational agriculture prior to enrolling in class.

2. Completed two courses in business and/or speech.

3. Had parent approval -- parents were required to attend orientation meeting.

4. Had transportation available for going to and from school to training station.

5. Had no obligations that would interfere with training -- (September-June)

6. Had passing grades in all subjects.

In addition, students were selected the second semester of the junior year for the program from those who: 1) indicated an interest in an agricultural occupation other than farming, 2) showed an interest as indicated on the Kudar preference, and 3) those who in the judgment of the teacher and guidance counselor could profit from the instruction.

THE DEMONSTRATION CENTER

The Demonstration Center was conceived as a teaching device which would make effective use of observation in attempting to make clear to those who visited and studied it how such a program could be set up and operated in a very practical and effective manner -- to make clear to visitors what could and should be done in initiating such a program.

Objectives of the Center

The specific objectives of the Center were:

1. To demonstrate an on-going program which had as its purpose the training of 12th grade students of vocational agriculture in agricultural-supply businesses -- sales and service.

2. To further develop the training program at the "Center."

Facilities for Demonstrating the Program

The facilities at the Center consisted of: two classrooms, one

with a 5' x 20' room adjoining with a one-way glass and sound system for observation of class being taught. In addition, there were three offices, a conference room, and an agricultural mechanics laboratory. The demonstration classroom was a typical classroom, "dressed up" for an agribusiness class. A mock store, display cases, racks, and shelves on the walls were stocked with agricultural supplies. Charts and visual aids were placed in the classroom to complete the atmosphere of a farm-supply store.

The conference room included a table and seating facilities for 20 visitors along with slide, movie, and overhead projectors for showing pictures and transparencies.

Operation of the Center

The program was administered by the Division of Vocational Education, College of Education, University of Kentucky. The McCracken County Board of Education cooperated by providing two teachers (in the three-teacher department), facilities, and local supervision. The teacher education staff in agricultural education at the University were responsible for preparing teaching materials, brochures, and flyer announcements. Dr. Harold Binkley on the University staff gave direction and general supervision to the operation of the Center.

The local advisory group organized in January, 1964, continued to serve the Center and provide advice for further development of the program.

Invitations to Visit the Center

The Demonstration Center was open to visitors October 1, 1965, through May 15, 1966, and October 1, 1966, through May 15, 1967. Visitors were requested to make their reservations on Tuesdays or Thursdays so as not to interrupt the program for a week.

Professional workers in agricultural education, school administrators, and state and local advisory groups from all 50 states were invited and encouraged to visit, study, and observe the program which had as its purpose training 12th grade vocational agriculture students in nonfarm agricultural occupations.

Announcements regarding the operation were sent to all directors of agricultural education and all head teacher educators in agricultural education. Announcements were made at state teachers' conferences and at regional and national meetings.

The director of the Center recommended that visitors arrive the afternoon before the scheduled visit (Monday or Wednesday

afternoon). The evening was spent in orienting visitors to the community, town, and for general discussion of the program. Slides and movies were shown and a copy of the course of study was provided for each visitor. Teaching aids and materials were presented and discussed. This period of orientation proved very successful. The schedule of events the second day followed this general plan:

Agenda for Visitors to the Center

Hour	Activity
8- 9 AM	A tour of Demonstration Center and department facilities
9-10 AM	A meeting with the principal, assistant superintendent, advisory committee members, the guidance counselor, and cooperating businessmen
10-11 AM	A meeting with the other teachers of agriculture in the department. An overview of total program in vocational agriculture at Reidland and the county-wide program was presented and discussed.
11 AM-Noon	Observation of demonstration class being taught through one-way glass
Noon-12:30 PM	A visit with students enrolled in program -- at lunch
12:30-2 PM	A tour of other agricultural occupations programs in county (horticulture and agricultural mechanics)
2-4 PM	Visits to agricultural-supply businesses to observe students on the job at training stations

A majority of the visitors spent one-and-a-half days at the Center.

Staff Responsibilities

The principal investigator was responsible for seeing that the Demonstration Center was set up and that it functioned properly. He directed the setting up of procedures for inviting visitors, handling of visitors, and the records to be kept. In addition, he

was responsible for preparing letters, announcements, brochures, a demonstration manual, and the course of study.

The director of the Demonstration Center was responsible for teaching and supervising the class in agricultural occupations at Reidland. He was responsible for handling correspondence and coordinating the activities of all visitors and for keeping the necessary files and records at the Center.

Teachers of agriculture at the Center (two in addition to the director) were responsible for teaching the other agricultural classes in the department and shared in explaining and interpreting the total program of vocational agriculture to the visitors. The Center placed emphasis on a total program of vocational agriculture with special attention to the class in nonfarm agricultural occupations.

Administration and supervision was under the principal at Reidland High School and the Assistant Superintendent of McCracken County Schools. These men met with visiting groups and answered questions.

A graduate assistant had as his responsibilities preparing letters of announcements, brochures, the course of study, working out standard operating procedures, setting up a file and records system, and for giving general help to the Center under the direction of the principal investigator.

Consultants consisted of agricultural businessmen from Kentucky, Illinois, and Missouri and professional educators -- teacher educators and supervision in agricultural education from other states who visited the Center to evaluate the training program.

The course of study used at the Center was a part of the take-home benefits to the visitors. It was an attractive 200-page spiral-bound publication on 8½" x 11" quality paper. Included in the course of study were all the units of instruction and tests used in connection with the instructional program. A demonstration project manual was also provided each visitor to the Center. The manual explained how the total program of vocational agriculture was organized at Reidland and gave details on the class in nonfarm agricultural occupations. The manual also explained how the work stations were developed, uses made of the local advisory group, and other details of the program.

VISITORS TO THE CENTER

During the two-year period, 306 people visited the Center.

They were classified as follows:

Professional People Visiting the Center

Category	1965-67
Teachers of Agriculture	165
Superintendents	11
Principals	17
Regional Coordinators	5
State Supervisors	40
Teacher Educators	34
Farmers	10
School Board Members	5
Others	19

An accurate record was kept on all visitors including information on their occupation, responsibility for school programs, and their address.

Surveying the Visitors

In September, 1966, a questionnaire was mailed to all who visited the Center between June, 1965, and June, 1966. In September, 1967, the same questionnaire was sent to all visitors to the Center during the period July, 1966, and July, 1967.

A different type of questionnaire was sent to: 1) teachers of agriculture, 2) superintendents of schools, regional coordinators, state supervisors, and teacher educators, and 3) farmers, businessmen, and school board members. The responses from the last group was so small that the results are not given.

The questionnaire was designed to evaluate the effectiveness of the Demonstration Center in transmitting ideas and in getting new programs started. The Center attempted over a two-year period to make clear to those who visited and studied it, how such a program could be set up and operated and what should be done to get such a program underway.

The questionnaires consisted of three parts:

1. A section dealing with where programs have been started, resulting from a visit to the Center.

2. A section relating to plans for starting such a program, and

3. A section inviting suggestions for improving the Center

in its job of demonstrating a program in agricultural occupations.

The three questionnaires used are in Appendixes J and K.

REACTION OF TEACHERS WHO VISITED THE CENTER

There follows the results of a survey of the teachers of agriculture who visited the Center.

General Information

There were 80 replies from the 165 teachers who visited the Center, a return of 65 percent. The teachers who completed and returned the questionnaire represented 23 states. Significant facts revealed by the survey are:

Item	1965-66	1966-67
- Total number of students in the high schools represented	29,943	9,282
- Total number of students enrolled in vocational agriculture	4,490	1,320
- Percent of students in school taking vocational agriculture	15	14
- Number of schools that had started a program in agricultural occupations	44	7
- Number of schools that had not started a program in agricultural occupations	23	12
- Total number of students enrolled in agricultural occupations	528	58
- Average number of students per class	12	8

Schools That Had Started Programs

The survey revealed that 51 schools had started programs, and that in these schools there were two major areas of agricultural occupations represented. The following is a summary of the replies:

Area	1965-66	1966-67
Sales and service in agriculture	27	5
Secretarial	1	
Mechanics	9	1
Horticulture	2	
Soil conservation	1	
Farm management	1	1
Dairy	1	
Hardware	1	
Meat processing	1	
	44	7

Students enrolled in the programs:

Grade	Number of Schools
Freshmen	None
Sophomores	None
Freshmen and Sophomores	1
Juniors	2
Seniors	29
Juniors and Seniors	7

At the time that the surveys were completed there were 586 students enrolled in 51 classes in agricultural occupations, an average of 11 students per class.

Agricultural businesses in the communities which could provide opportunities for supervised practice in the program area were:

Total number	396
Average number of businesses per program	8

Number of agricultural businesses that the teacher planned to use for supervised practice:

Total number	295
Average number of businesses per program	6

Reaction of Administrators and Agricultural Businessmen

Responses of school administrators after the teacher of agriculture explained the program in agricultural occupations to them:

- We would like to have the program.
- With the exception of a few problems, they thought it was a good idea and that a program should be started.

- Administrators were very cooperative, interested, and enthusiastic.
- Would like to have a program, but teachers do not have enough time to provide it.
- Thought it would be a good program to start for some seniors.
- Very enthusiastic. They wanted to get things moving and find out if they could develop such a program.
- Favorable but cautious.
- Skeptical.

Responses of local agricultural businessmen after the teacher explained the program:

- Very favorable -- needed.
- The school cannot supply enough boys.
- They desired the program very much.
- Very receptive, but wanted time to study and evaluate.
- Business has a strong need for boys trained in this manner.
- Mixed feelings, but willing to cooperate.
- The businessmen were less enthusiastic than the board members.

Ideas Secured at the Center

Main ideas picked up at the Center which helped to get a program underway included:

- The use of props and of student enactment of on-the-job situations.
- Location of shelves and the counter, what to have in the school store, and an overall view of the program.
- Classroom surroundings and store atmosphere.
- Public relations, advisory committee, and teaching units.
- Agreement with employers.
- Course of study.
- Methods of expanding a program where industry and urbanization are moving in and replacing farms.
- Realized need for a similar program.
- The approach to use in organizing such a program.
- Facilities that could be developed.
- Supervision of students on the job.
- The importance of selling school administrators on the program.
- The need for the program in many schools.
- The use of instructional materials.
- The use of business places for educational training.

Plans of Teachers That Had Not Started Programs

Teachers whose schools had not started programs were asked what their plans were. The responses follow:

Response	Number
Yes, planned to start program	17
No, did not plan to start program	14
Uncertain	9

If so, in what areas?

Area	Number
- Agricultural Occupations -- sales and service	18
- Agricultural mechanics	2
- Small engines	1
- Horticulture	2

Number of agricultural students in school who should receive training in agricultural occupations similar to the program at the Center:

Total number	578
Average per program	22

Number of agricultural businesses in the school districts which had a potential for supervised practice:

Total number	323
Average per program	12

Number of the businesses that would cooperate in a program:

Total number	233
Average per program	9

Programs possible:

Yes, program possibilities	22
No, program possibilities	13

Handicaps or obstacles to having a program included:

- The small size of the school.
- The problem of getting administrative approval.
- Inadequacy of the facilities.
- Limited opportunity for placement of students.
- Low abilities of students.
- Not enough interested students.
- Schedule difficulties.
- Interference with sports.

- Limited teacher staff.
- Students will choose regular vocational agriculture in senior year.
- A lack of money for the program.
- A lack of time.
- Teachers have a full job with present programs.

Suggestions for Improving the Center

Suggestions for improving the Center in its job of "demonstrating a program in agricultural occupations" included:

- Have a wider variety of placement stations.
- Visitors should spend more time at the Center.
- The facilities should be enlarged.
- More money should be made available for teaching materials.
- Modernize the rest of the department to go with the Center.
- Visitors should have a chance to see more boys at work.
- Visitors should have the opportunity to go with the instructor on a typical supervisory visit.
- Motion picture should be prepared on various parts of the program.
- The Reidland project should be related more to the normal agriculture teachers' situation.
- More audio-visual materials should be used.

Value of Materials Received at the Center

- The materials have been useful to me as a supplement to the courses I am teaching even though I am not teaching agricultural occupations.
- They were not perfect; every situation is different. They did provide a direction in which to start.
- Very valuable. The personal evaluation sheets and the lesson plans are especially helpful.
- They are good resource materials.
- Interesting and will be of value when a program is started.
- Good basic materials from which a curriculum could be set up to fit our school.
- All materials will serve as a basis to get programs underway.
- They are useful and time-saving. They make teaching the course easier.
- Would not want to attempt to teach the course without them.
- Valuable, but not as valuable as observation.
- More information should be made available to superintendents and principals on the cost of the program and the potential value to the economy of the community.

Summary

Of the 51 programs in agricultural occupations which had started, 32 were in sales and service; 10 in agricultural mechanics; two each in horticulture and farm management; and other areas, one each. Students enrolled in the programs were primarily seniors, with about one-fourth of the programs having both juniors and seniors. Administrators in the schools were generally favorable toward the program. Some wanted to proceed with caution. Only one reported skepticism toward the value of such training.

Seventeen schools were planning to start programs in agricultural occupations in the near future. These were primarily in the area of sales and service. Agricultural businesses seem to be very cooperative in their willingness to provide supervised practice for the students. Estimates indicated an average of nine cooperating businesses would be available per program.

Reasons given explaining why a program could not be developed in some schools. The three reasons most frequently mentioned were:

1. Small size of the school.
2. Teachers had a full job with present program.
3. Lack of money for facilities.

Suggestions for improving the Center included:

1. Have a wider variety of placement stations for supervised practices.
2. The program should be more closely geared to the normal situation in which teachers of agriculture find themselves.

There was a relationship between the age of teachers and their starting new programs. Seventy-four of 80 teachers gave their ages in responding to the questionnaire. Thirty teachers were below 35 years of age and 44 were 35 or older. Of the 30 teachers below 35 -- 47 percent had started programs, 37 percent planned to start programs with only 16 percent not planning to start programs. Of the 44 teachers 35 or older, 40 percent had started programs, 8 percent had plans for starting with 52 percent not planning to start programs.

REACTION OF OTHERS VISITING THE CENTER

The questionnaire sent to school administrators, supervisors, and teacher educators dealt with securing information on:

- Positions held and scope of responsibility.

- Effectiveness of the Demonstration Center.
- Programs underway, resulting from a visit to the Center.
- Plans for future development.
- Estimate of potential for programs in schools under direction and supervision.

Response and Reaction to the Program

Forty-five or 54 percent of the 88 administrators, supervisors, and teacher educators from a twelve-state area returned questionnaires. These groups represented a total of 1,964 departments of agriculture. Four hundred fifty-one departments or 22 percent had developed training programs in agricultural occupations. In response to "how effective was the Center in demonstrating the program?", 44 of 45 or 98 percent said the program was adequately demonstrated.

Of the 45 respondents, 36 or 80 percent said it was of great interest; 30 or 70 percent stated the program had good possibilities; 22 or 50 percent thought the program was needed in their schools; 11 or 24 percent said program had limited possibilities; and three or seven percent stated program not needed in their areas.

Suggestions

Suggestions for improving the Center included:

- Place students in a wider variety of occupations for supervised work experiences.
- Involve more students in the program.
- Reduce the number of charts, items of equipment, and specimens in the classroom not having a bearing on the teacher-learning process currently in operation.
- Provide a clear background explanation of the need for changing the program of vocational agriculture.

Other Comments

- The program should be expanded to include other areas in addition to salesmanship.
- Only demonstrated one kind of occupation. Horticulture, both productive and ornamental should be included.
- In Georgia, a 3-week intensive training program for ten teachers was set up after visiting the Center.
- Getting a program started with a small number of students is a big problem.
- Plans are being made to establish several programs.
- Would like to see more application of the program in Missouri.

- We need more guidelines for establishing a program, seeing this program helped.
- Teachers say our organization for the programs is too complex and too involved and that the teachers are already overloaded with present programs.
- Teachers are very cautious. They fear traditional production programs will lose something with the introduction of off-farm occupations.
- Programs in agricultural occupations will improve the image of vocational education in agriculture.

Major areas in which programs have been developed include: 108 in agricultural business -- sales and service, 87 in agricultural machinery, and 84 in other areas, primarily horticulture.

More than 90 percent of all students enrolled in courses in agricultural occupations are seniors, with the percentage of juniors increasing.

Number of agricultural businesses in the school area supporting programs for occupational experience ranged from four to ten for an average of six. Over 90 percent of the potential cooperators' attitudes was good to excellent. Likewise, over 90 percent said the ideas received at the Center were helpful.

Student reaction to this type of program, in schools where they have been started, ranged from 95 percent rating good to excellent with the remainder rating fair. Twenty out of 21 or 95 percent of the visitors to the Center felt there were sufficient businesses in the communities where the programs were started to provide the students with supervised practice. Those visitors who felt it not possible to have programs in their schools gave the following reasons:

- Lack of suitable work stations close to school.
- Need for a teacher to implement the program.
- Where there is limited production agriculture, opportunities for related occupations are limited.
- Lack of facilities and manpower.
- Most schools do not have businesses located close enough to provide supervised practice.
- Teachers are not prepared to deal with some of the distributive instruction.
- Lack of interested teachers.
- Lack of understanding by students.
- Lack of understanding by the school administration.
- Lack of prepared and dedicated teachers.

Summary

In estimating the potential for new programs in this area, 50 percent indicated a strong need, with 43 percent indicating a need of fair. Opportunities for employment of young men trained through such a program showed 73 percent good to excellent and 27 percent poor or variable. Opportunities for employment after training: sales and service rated first, followed by agricultural mechanics, and then horticulture.

Thirty questionnaires returned indicated that programs should be established in 736 schools. By September 1, 1966, there had been 451 departments (in the eight states) whose administrators responded that had developed programs in agricultural occupations. By September 1, 1967, there were an additional 255 schools. This represents 22 percent of all the vocational agriculture departments in the areas represented by supervisors, teacher educators, and school administrators who visited the Center.

There was unanimous agreement among the respondents that the program at Reidland was adequately demonstrated and that it provided visitors what they came to see. The most widely voiced suggestion for improvement was that the students should be placed in a wider variety of occupations for supervised work experience.

Nearly all respondents indicated that the program was of great interest to them; that it had good possibilities; and that it was needed in their schools. Administrators in general thought that programs in agricultural occupations have good potential, were strongly needed, were interested in starting programs, and that they would like to have such a program going in their schools.

More than 90 percent of all students enrolled in agricultural occupation courses were seniors. There are a few juniors and almost no freshmen and sophomores enrolled in the programs.

The people responsible for programs said there were plans for establishing 134 new programs.

Responses to the questionnaire indicated that there were an additional 736 schools where programs in agricultural occupations are needed in the eight-state area. And, that agricultural sales and service, mechanics, and horticulture have the greatest potential for program development in the order named.

SUMMARY, CONCLUSIONS, AND IMPLICATIONS

The survey of those who visited the Center, a year after visitation, attempted to evaluate the effectiveness of transmitting ideas and in getting new programs started in the twenty-four states that had people visit the Center to study the program. A summary of the major findings, conclusions, and implications is presented.

General Summary

During the two-year period the program was demonstrated, 163 teachers of vocational agriculture, 28 school officials, 34 teacher educators, 45 supervisors or coordinators, and 34 others visited the Center for observation and study. Most visitors spent part of two days at the Center and were provided with as much insight and understanding of the program as time permitted. In addition, each visitor was given brochures, a copy of the course of study, and a demonstration project manual. Other materials given to assure maximum take-home value included copies of selected instructional materials, lists of teaching aids used, and where to secure them.

While at the Center, each visitor filled out a registration card (See Appendix I). This information was used as a basis for a survey conducted a year later to evaluate the effectiveness of the program.

Significant findings revealed by surveying those who visited the Center include:

1. There is a great need for training programs in agricultural occupations. Programs in sales and service, agricultural mechanics, and horticulture are in the greatest demand.

2. There is a genuine willingness on the part of agricultural businesses to cooperate in providing supervised practice for students.

3. School administrators are enthusiastic about the possibilities for such programs.

4. The ideas acquired at the Center were helpful to the visitors in getting new programs started in their schools.

5. The chief obstacles to establishing programs in agricultural occupations were: (a) lack of proper facilities, and (b) lack of teacher to provide instruction.

6. There was almost complete agreement that the Center adequately accomplish its job of demonstrating the program in agricultural occupations.

7. The materials received by visitors at the Center were of great value in making plans for new programs and improvement of those already in operation.

8. Visitors described the program at the Center as being of great interest, having good possibilities, needed in schools, and that they would like to have a program.

9. More than 90 percent of the students enrolled in programs established are seniors.

10. Student reaction to the programs that have been started range from good to excellent.

11. Plans for developing programs in agricultural occupations are being made in many schools, which tends to indicate rapid growth in the near future.

12. The opportunities for employment of young men with this type of training were evaluated as excellent.

13. Young teachers are much more interested in developing new programs than are the older teachers.

14. Large schools with multi-teacher departments are interested and more apt to start new programs.

15. There is a shortage of teachers qualified to instruct in the new programs.

16. There are many students in the schools who should have training in agricultural occupations similar to the program at the Center.

Each year the Center operated two five-man committees who evaluated the Demonstration Center. One committee included school administrators and agricultural businessmen within the state of Kentucky. The other, an out-of-state committee, consisted of state supervisors and teacher educators in agriculture representing five different states. The major areas evaluated were:

1. <u>The Program</u> -- How well does the program as operated prepare 12th grade students of vocational agriculture for occupations in agricultural-supply businesses -- sales and service?

2. The Program Demonstrated -- How well does the "Center" demonstrate the program to those who come to observe and study it?

The evaluation instrument used by the committee is included as Appendix L. The evaluation by the committees, each year, in the 37 specific areas ranged from very good to excellent.

Conclusions

Effectiveness of the Demonstration Center was rated superior. Careful study of the responses to these two areas: 1) dissemination of ideas and 2) establishment of programs -- indicate that the Center performed in a superior manner to satisfy both functions. Visitors, without exception, were favorably impressed by the ideas they acquired. Many new programs have been started or plans for the new programs have been made for implementation in the near future.

The need for programs in agricultural occupations is great. A relatively small number of schools now has programs in agricultural occupations. Teachers are oriented to production agriculture and little response has been made to the challenges of a wider scope of instruction made possible under the provisions of the Vocational Education Act of 1963. As opportunities for employment continues to decrease in farming, they are rapidly increasing in other agricultural occupations, and the schools must respond by providing training to prepare young men for job entry into these farm-related occupations. Demonstration centers, such as the one at Reidland, can make a great contribution to vocational education in the broad field of agriculture by demonstrating sound and promising programs.

More demonstration centers are needed. Considering the effectiveness of this Center as a means of disseminating information and getting new programs started, it seems highly desirable that other centers should be established to demonstrate a greater variety of vocational programs over a larger geographical area.

Adoption of new programs is slow at best, and demonstration centers are an effective vehicle to overcome this problem. However, it is very important that demonstration programs should be preceded by an adequate pilot period to resolve many difficulties before the school or program is established as a demonstation center.

More teachers, school officials, supervisors, and teacher educators need to have the opportunity to observe and study programs in operation, to have adequate explanations given,

and to benefit from the materials, methods of instruction, and courses of study developed for such programs. There are many possibilities for demonstration programs in vocational education -- business education, distributive education, industrial education, home economics, and health education. The follow up of those who visited the Demonstration Center reveals that in vocational agriculture alone there are hundreds of teachers interested in going to see and study good sound programs. If the demonstration approach could be implemented as a dissemination device, the responsibility for broadening programs of vocational education as presented in the 1963 Act could be more quickly realized.

Implications

The findings regarding the value of a demonstration center suggests several implications for vocational agriculture. These include:

1. Demonstration programs have an important place in vocational research and development because of their effectiveness in causing adoption of new methods. The unrestrictive nature of the 1963 Vocational Education Act has presented new possibilities that must be explored, developed, and implemented as rapidly as possible. Demonstration centers are a workable answer to this problem.

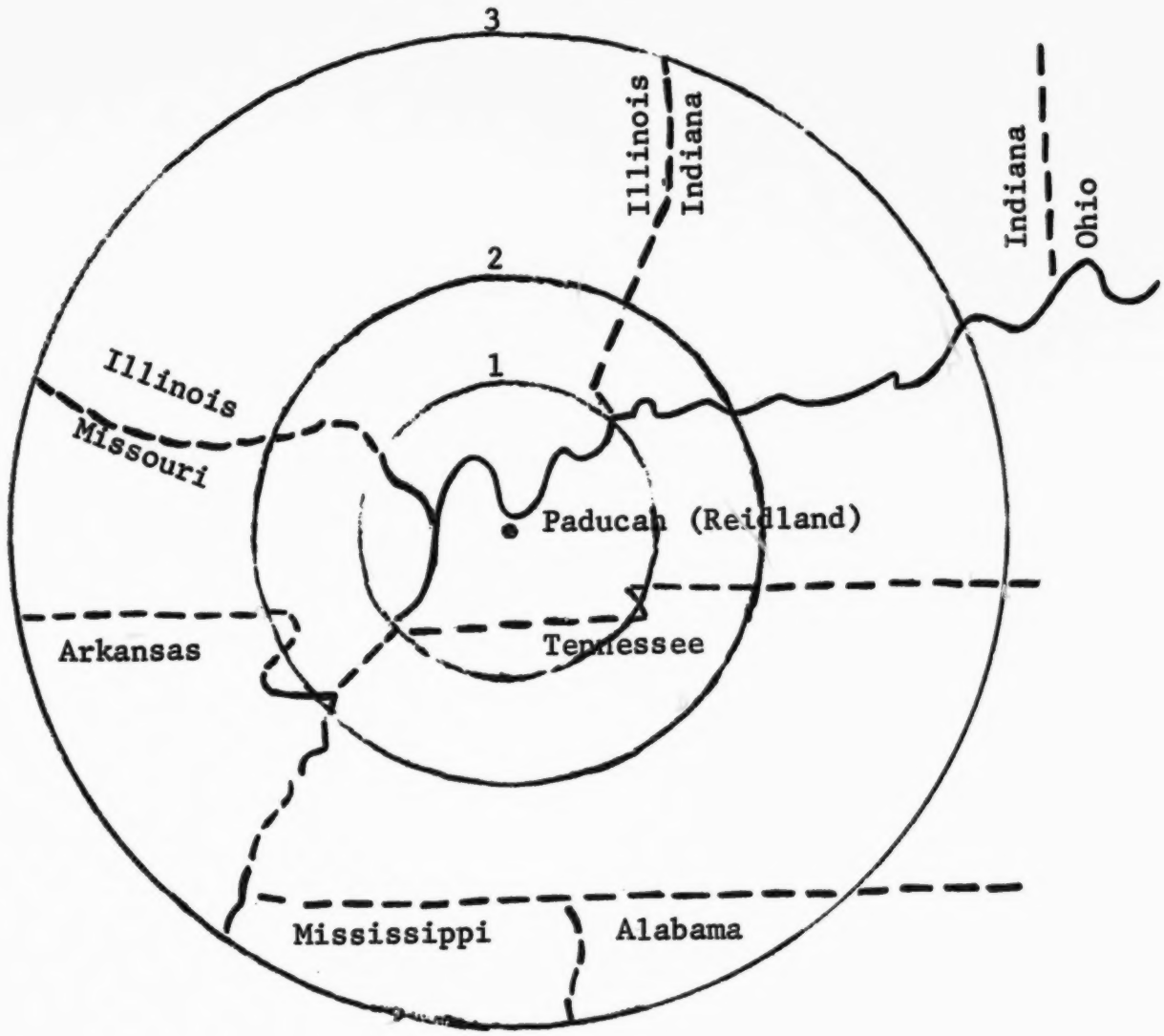
2. Demonstration programs should be set up in schools following a test or pilot period in order to disseminate the many features of sound programs of instruction.

3. Because of the radical differences that exist between the production vocational agriculture courses and the agricultural occupations program as demonstrated at Reidland, it is imperative that teachers who are to establish such programs receive additional training to qualify them for this undertaking. To go, see, and study such a program can do much to provide the additional training needed.

4. Teacher education institutions need to take immediate steps to prepare teachers for their program development and instructional roles in the new areas of agricultural occupations. Demonstration centers can add much to the preparation effort of these teachers.

5. The Demonstration Center at Reidland is only one small step in the direction of attaining the objectives of the 1963 Vocational Education Act. The use to be made of this type of Center, to meet the growing needs of students, is limited only by the imagination of the leadership in vocational education.

Appendix A - Demonstration Center Located in Central Part of United States



Circle 1 -- 50 mile radius of Reidland, includes 4 states
Circle 2 -- 100 mile radius of Reidland, includes 6 states
Circle 3 -- 200 mile radius of Reidland, includes 8 states

Appendix B - Summary of Visitors by States and Areas of Responsibility

VISITORS TO CENTER						
State	Teachers	Teacher Educators	Coordinators and Supervisors	Administrators	Others	Total
Alabama		3	4			7
Arkansas			6			6
California		1				1
Connecticut		1				1
Delaware	2					2
Georgia	2	1	3	1		7
Illinois	7	5	3	1	1	17
Indiana	8	1	2	5	5	21
Iowa			1			1
Kansas	1	1	1	1		4
Kentucky	92	11	10	15	22	150
Louisiana		1				1
Mississippi	2	3				5
Missouri	2	3	3	1		9
New York		1				1
North Carolina		1				1
Ohio	2	3	1	2	1	9
Oklahoma		1				1
South Carolina		3				3
Tennessee	40		11	3	2	56
Vermont		1				1
Virginia			1			1
Wisconsin	7	1	1			9
Philippine Islands		1				1
	11/165	19/43	13/47	8/29	5/31	

BLOCK-OUT OF COURSE OF STUDY
(Agricultural Occupations)

AGRICULTURAL-SUPPLY BUSINESSES -- SALES AND SERVICE

Unit	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Total
Opportunities in Agricultural Occupations	3									3
Orientation to the Training Program (Including Applying for Job)	10									10
Organization of Distributive Businesses	5-------6									11
Agricultural Mathematics (May be Integrated in Other Units)		12-------8								20
Human Relations and Personality Traits			12-------3							15
Store Skills				10						10
Salesmanship and Selling				7-------15						22
Feeds						10				10
Seeds						4	6			10
Fertilizers							8-------8			16
Agricultural Chemicals								8-------10		18
Evaluation									4	4
Timely Group Problems					4	4	4	4	4	20
FFA	2	2				2	2			8
Total	20	20	20	20	19	20	20	20	18	177

Appendix D - Letter to State Supervisors and
Head Teacher Educators in All States

UNIVERSITY OF KENTUCKY

LEXINGTON, KENTUCKY 40506

COLLEGE OF EDUCATION
VOCATIONAL EDUCATION

September 1, 1965

We take pleasure in extending you an invitation to visit our DEMONSTRATION CENTER at Reidland High School near Paducah, Kentucky. You are located in one of eight states which are within easy driving distance of the CENTER -- 200 miles or less from your state line to the CENTER.

The CENTER is being financed by the U. S. Office of Education through 4-C funds under the 1963 Vocational Education Act. The department of vocational agriculture at Reidland has just completed an 18-month pilot period in training agriculture students in nonfarm (off-farm) agricultural occupations.

The program provides training for senior students of vocational agriculture in agricultural businesses, involving sales and services. There is a carefully planned course of study and each boy is placed in an agricultural business for supervised work experience.

The facilities at Reidland are designed to permit your observing the class in session through one-way vision glass.

Enclosed are several copies of an announcement regarding the opening of the CENTER and forms for making reservations.

We hope you and a number of your teachers will visit the CENTER during the year to study the program.

Sincerely yours,

M. M. Botto, Director
Agricultural Education

Harold R. Binkley, Head
Department of Agricultural Education

Appendix E - Flyer to State Supervisors and Head Teacher Educators in All States

YOU [SUPERINTENDENTS – PRINCIPALS – BOARD MEMBERS – TEACHERS OF AGRICULTURE – OTHER VOCATIONAL TEACHERS – TEACHER EDUCATORS – SUPERVISORS – AGRICULTURAL BUSINESSMEN – ADVISORY COMMITTEE PERSONNEL – OTHERS] ARE

INVITED TO VISIT THE

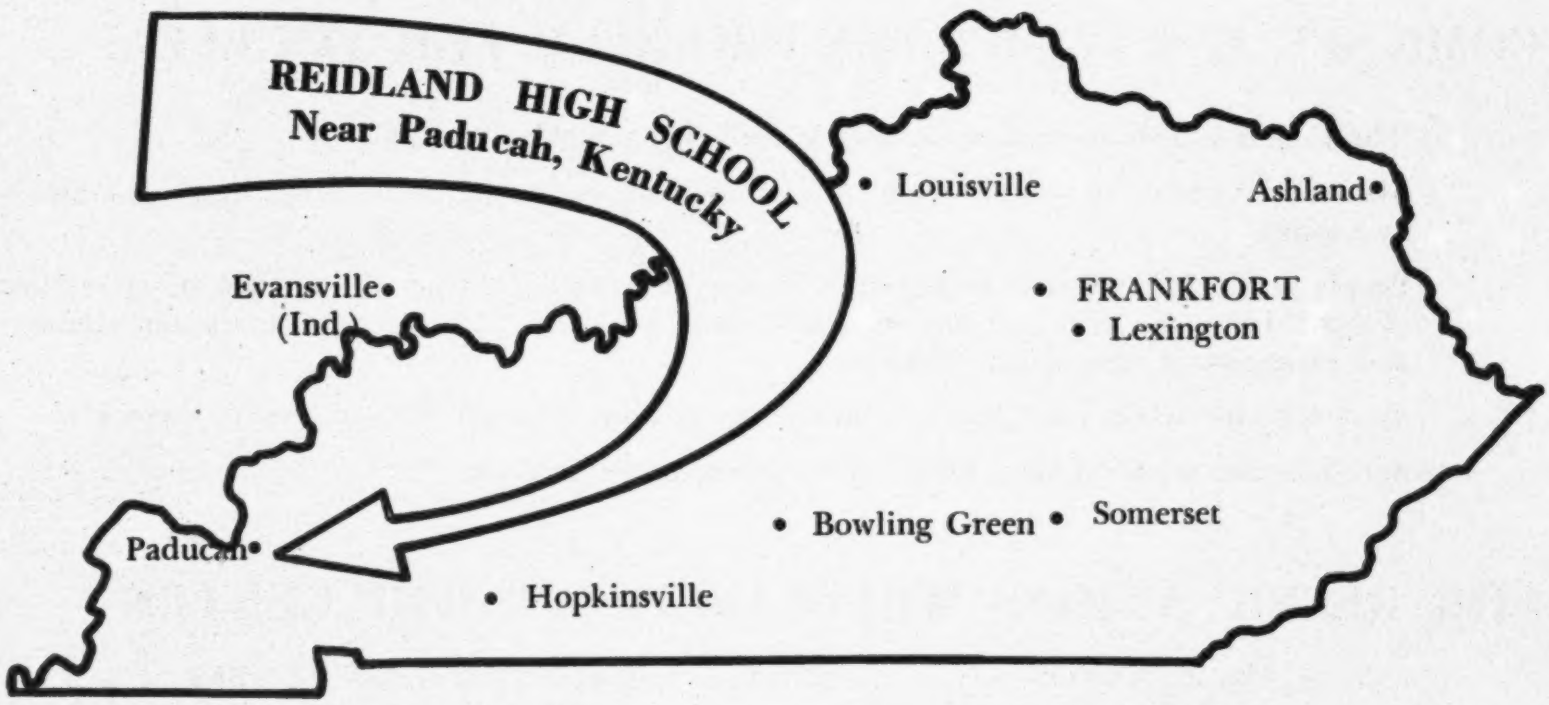
DEMONSTRATION CENTER

(UNDER CONTRACT WITH
U.S. OFFICE OF EDUCATION)

Training Students in Agricultural Occupations

(Agricultural-Supply Businesses — Sales and Service)

CENTER IS LOCATED AT REIDLAND HIGH SCHOOL
PADUCAH, KENTUCKY



SEE BACK SIDE FOR ADDITIONAL INFORMATION

SOME FACTS ABOUT THE PROGRAM

1. The special class in agricultural occupations is a part of the total program of the Department of Vocational Agriculture at Reidland High School.
2. The successful operation of a pilot program (for 18 months) resulted in the department being set up as a Demonstration Center in 1965-66.
3. The department has successfully completed one year as a Demonstration Center. Over 300 teachers, teacher educators, supervisors, superintendents, principals, board members, and others from 20 states visited the Center during 1965-66.
4. The program prepares senior students of vocational agriculture for jobs in agricultural-supply businesses—sales and service.
5. The program has support of the agricultural businesses, school administration, the press, radio and television, the community, and the public.
6. The program of instruction includes class work and supervised practice in agricultural-supply businesses.
7. The program of instruction includes the following units:
   - Opportunities in Agricultural Occupations
   - Orientation to Training Program
   - Organization of Distributive Businesses
   - Agricultural Mathematics
   - Human Relations—Personality Traits
   - Store Skills
   - Salesmanship—Selling
   - Feeds
   - Seeds
   - Fertilizers
   - Agricultural Chemicals
8. Class instruction includes: problem solving, demonstrations, constructing displays, role playing, rehearsing, and use of resource people.
9. The classroom is attractive and colorful—there are peg-board shelves, large shelves, and display racks that contain materials and production supplies which are sold in the businesses where the students do their supervised practice.

COME SEE AND STUDY THE PROGRAM FOR YOURSELF

- The Center is open to visitors October 1, 1966, through May 15, 1967.
- Materials available to visitors at the Center include: course of study, brochures, a handbook, and slides.
- People available for consultation at the Center include: the teacher of the class, other teachers of agriculture, the principal, the superintendent, members of the advisory committee, students, and managers of agricultural businesses.
- From the observation room, you can observe the class being taught through one-way vision glass.
- See slides and movies dealing with selected aspects of the program.

FOR RESERVATIONS WRITE OR PHONE THE CENTER

MR. CLAYTON RILEY, DIRECTOR, DEMONSTRATION CENTER
REIDLAND HIGH SCHOOL, PADUCAH, KENTUCKY 42003
PHONE: 898-2581 – AREA CODE 502

Please make your reservations for Tuesday or Thursday

Appendix F - Reservation Form

RESERVATION FORM FOR VISITING

THE DEMONSTRATION CENTER

IN NONFARM AGRICULTURAL OCCUPATIONS AT

REIDLAND HIGH SCHOOL
PADUCAH, KENTUCKY - 42003

1. Name of person making reservation _____

   Address _____ Phone _____

   _____

2. Date desiring to visit Center (Tuesday or Thursday):

   1st choice _____
   2nd choice _____

3. Names of people to be in the visiting party

Name	Position
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

4. Estimated time of arrival _____

5. Means of transportation being used _____

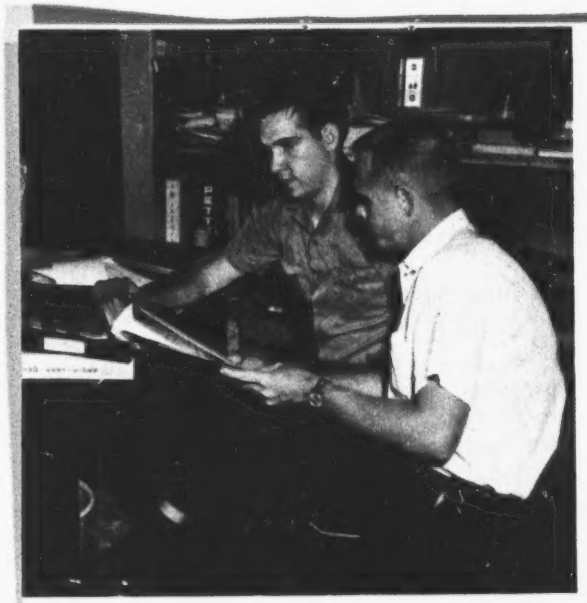
6. Things of interest to the party and people with whom you wish to talk. (Check (✓) items of interest)

   -- Class being taught . . . . . _____
   -- Total facilities for teaching vocational agriculture . . . . . _____
   -- Total program of vocational agriculture in Reidland school . . . . . _____
   -- County program of vocational agriculture (including two other schools) . . . . . _____
   -- Teachers of agriculture . . . . . _____
   -- Cooperating agricultural businessmen . . . . . _____
   -- Member(s) of advisory committee . . . . . _____
   -- Superintendent - Principal . . . . . _____
   -- Others (name) . . . . . _____

7. Do you desire hotel reservations? . . . . . _____

_____
Signed

_____
Position



griculture explaining the instructional program to rating business man.

rams in nonfarm agricultural occupations. One l horticulture; the other in agricultural power ery. The Director of the Demonstration Center has been appointed county coordinator to co- placement of students for supervised work the agricultural businesses of the area.

he Nonfarm Training

gram serves a three-fold purpose:

prepares boys for effective "job-entry" and t in agricultural businesses which sell agri-

cting with employer and student on objectives of the program.

cultural supplies and services to farmers and others who are in need of them.

(2) It helps many boys discover an interest in a particular phase of the business or in agriculture and to move on to take specialized or technical training in an area vocational school or a community college.

(3) It causes other boys to develop a desire to go to college and prepare themselves for professional careers in agriculture. All of these constitute "program dividends."

Program Development and Cooperation

The program was developed through the cooperation of:

—McCracken County Board of Education
Paducah, Kentucky

—Division of Agricultural Education
State Department of Education
Frankfort, Kentucky

—Department of Agricultural Education
College of Education
University of Kentucky
Lexington, Kentucky

For Reservations

Starting October 1, 1965, and continuing through May 15, 1966, the Center will be open each Tuesday and Thursday for visitors. Please phone or write:

Clayton Riley, Director
Demonstration Center
Reidland High School
Paducah, Kentucky 42003

Phone: 898-2581, Area Code 502

DEMONSTRATION CENTER

Providing A Program of Instruction For High-School Boys in Nonfarm Agricultural Occupations

REIDLAND HIGH SCHOOL
Department of Vocational Agriculture
Paducah, Kentucky

Under Contract With
Division of Adult and Vocational Research
U. S. Office of Education

Principal
Richard L. Winebarger

Teachers of Agriculture
Clayton Riley, Director of Center
Tilford Underwood
Billy L. Williams

YOU ARE INVITED . . .

To Visit and Study the Program

Reidland High School is located in Western Kentucky, near PADUCAH. The people at Reidland including the teachers of agriculture, the principal, the superintendent, the advisory committee, and the cooperating agricultural businessmen extend you a hearty invitation to visit and study the program which provides training in nonfarm agricultural occupations.

It is suggested that you bring a carload when you visit the Center. State staff members, teachers, school administrators, advisory committee members, and representatives of agricultural businesses are welcome.

How the Program Started

The program started in January, 1964, as a pilot program training senior students of vocational agriculture in nonfarm agricultural occupations. Students were selected and training stations were arranged for in December, 1963. An advisory committee was organized at the start to provide advice and assistance to the teacher and school administrators in getting the program underway and in keeping it instructionally sound. The Department of Vocational Agriculture at Reidland completed a successful 18-month pilot period in June, 1965.

Student helping young farmer select quality seed.

Major Area of Nonfarm Agricultural Occupations

The field of nonfarm agricultural occupations is broad and complex, and it is impossible to prepare people for employment in all the jobs in one instructional program. The program at Reidland is limited to preparing senior students of vocational agriculture for employment in agricultural

Trainee weighing seed for customer under supervision of older employee.

businesses that sell supplies and services in feeds, seeds, fertilizers, agricultural chemicals and other agricultural supplies.

What the Instructional Program Includes

There is a systematic program of instruction—class work followed by supervised work experience related to the class instruction. The program runs through a school year and includes the following units:

- —Agricultural Occupations
- —Orientation to Program in Nonfarm Agricultural Occupations
- —Organization of Distributive Businesses
- —Agricultural Mathematics
- —Human Relations
- —Store Skills (including the use of scales, cash registers, adding machines, sales tickets, and telephone)
- —Salesmanship—Selling

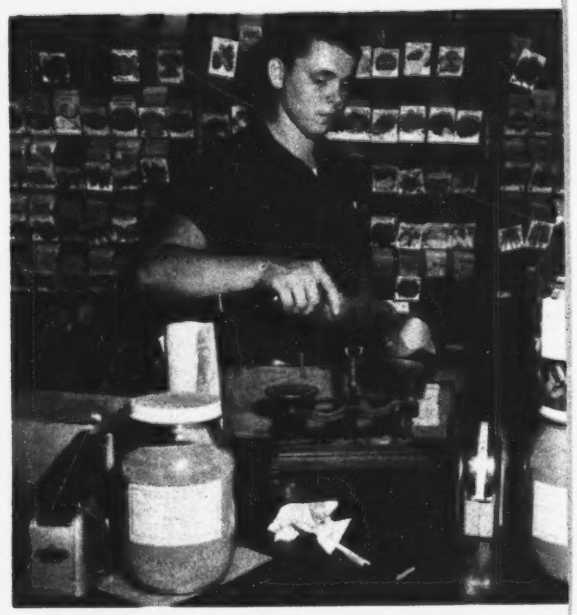
The assistant superintendent, the principal, and the teacher of the class in agricultural occupations review the course of study.

- —Feeds
- —Seeds
- —Fertilizers
- —Agricultural Chemicals

Each boy is placed in an agriculture bu
minimum of 200 hours of supervised work ex
ing the school year.

The Total Program of Vocational Agriculture at Re

Reidland High School has a three-teacher
of vocational agriculture. There is a four-year
instruction at the high-school level and an
program for young and adult farmers. Fresh
ture: centers around crops, horticultural pla
relation to crops, and principles of plant gro
more: farm animals, including selecting, feedi
health, and sanitation. Junior: soils, includi
physical properties, chemical properties, using



This trainee is packaging bulk seed for

materials, landscaping and horticulture. Senior
agement and nonfarm agricultural occupation
need. The out-of-school program for young and
ers varies from year to year based on the ne
groups.

The department has a greenhouse which is
nection with the class work with freshmen and

Two teachers handle the first three years o
and one teacher directs the program in nonfarm
occupations.

Expanding Program in the County

In addition to the agricultural occupations c
land, two other high schools in McCracken

Appendix H - Letter to All Evaluators Prior to Their Meeting at the Center

UNIVERSITY OF KENTUCKY
Lexington, Kentucky

College of Education
Vocational Education

M E M O R A N D U M

TO:

FROM: Harold Binkley

DATE: January 19, 1966

Enclosed are certain materials that have been distributed in connection with the Demonstration Center. I thought you might like to know the distribution made and to look them over before we meet at Reidland.

1. The flyer, brochure, and reservation form

   -- 10 copies to all head teacher trainers in vocational agriculture, all states
   -- 10 copies to all state supervisors of vocational agriculture, all states
   -- 10 copies to each teacher trainer and supervisor in Kentucky, Tennessee, Illinois, Indiana, Missouri, Arkansas, Mississippi, and Ohio
   -- Copies to all principals, superintendents, and teachers of agriculture in Kentucky
   -- Copies of all members of the staff - College of Agriculture and College of Education
   -- Copies to departments of agriculture in state colleges and Berea College
   -- Copies to leading newspapers in Kentucky
   -- Copies to visitors at the Center

2. The Course of Study and Bulletin: Initiating Programs in Nonfarm Agricultural Occupations

   -- Copies provided all visitors to the Center
   -- Copy of each head teacher trainer, all states
   -- Copy of each head state supervisor, all states
   -- Copy of each to members of staff - College of Agriculture and College of Education
   -- Copy of each to be provided each teacher of agriculture in Kentucky

Appendix I - Registration Cards

REGISTRATION

Demonstration Center - Reidland High School
Paducah, Kentucky

Name _____ Date _____
Position _____
Address _____
_____ Age _____

To Be Completed By Teachers of Agriculture

Total enrollment in high school _____
Total enrollment in vocational agriculture _____
Number of teachers in agriculture department _____

DEMONSTRATION CENTER

VISITATION QUESTIONNAIRE

1. Is there a program similar to the one here, at the Center, in operation at your school?
2. Is this your first opportunity to observe this type of program?

	YES	NO
1.	___	___
2.	___	___

3. Can a program such as the one here be put into operation in your school?
4. Do you feel that you should start such a program in your school?

	YES	NO	UNCERTAIN
3.	___	___	___
4.	___	___	___

5. To what extent can a similar program make a contribution in your school(s)?

	MUCH	SOME	LITTLE	UNCERTAIN
5.	___	___	___	___

Signed _____

Appendix J - Questionnaire to Teachers of Agriculture

QUESTIONNAIRE

Date _____

TO: Teachers of Agriculture who have visited the DEMONSTRATION CENTER at Reidland, Kentucky

FROM: Harold Binkley, Department of Agricultural Education, College of Education, University of Kentucky

Please help us evaluate the effectiveness of the Demonstration Center by responding to the following questions. Read each question carefully and give the best answer you can. Return the questionnaire in the enclosed self-addressed envelope. Please return as soon as possible.

INSTRUCTIONS:
1) Fill in blanks 1 through 7
2) If your school has started a program in agricultural occupations, answer questions 8 through 15
3) If your school has not started a program, answer questions 16 through 22
4) Answer questions 23 and 24

1. Name _____ Age _____

2. School _____ Address _____

3. Please list the people from your school (or community) who visited the Center with you.

Name	Position
_____	_____
_____	_____
_____	_____
_____	_____

4. Number of students in the high school . . . . . _____

5. Number of students taking vocational agriculture . _____

6. Number of teachers of vocational agriculture in the school . . . . . _____

7. Has your school started a program for high-school students in agricultural occupations? . . . . . _____

8. How many students are enrolled in the class in agricultural occupations? . . . . . _____

9. What major area of agricultural occupations does the program deal with? _____

10. What students are enrolled in the program? _____ (Freshman, sophomores, juniors, seniors)

11. How many agricultural businesses are there in the community that can provide an opportunity for supervised practice in the area of your program? . . . . . _____

12. How many agricultural businesses do you plan to use for supervised practice? . . . . . _____

13. After you explained the new program in agricultural occupations to the school administrators, what was their response?

_____

_____

14. After you explained the new program to the men in the agricultural businesses, what was their response? _____

15. What were the main ideas which you picked up at Reidland that helped you in getting your program underway?

_____

_____

_____

_____

_____

_____

16. Do you plan to start a program in agricultural occupations in your school? . . . . . _____

17. If so, in what area? _____

18. How many agricultural students do you have in the school who should have training in agricultural occupations similar to the program at Reidland. . . _____

19. How many agricultural businesses are there in the school district that have the potential for supervised practice in the area of the Reidland program? . . . _____

20. How many of these businesses, in your judgment, would cooperate in a training program if they had a good understanding of what the program will do for students? . . . . . _____

21. Do you feel it is possible to have a program similar to the one at Reidland in your school? . . . . . _____

22. If you feel a program is not possible in your school, what are the handicaps or obstacles? (List.)

a. _____

b. _____

c. _____

d. _____

23. What suggestions would you make for improving the Center in its job of "demonstrating a program in agricultural occupations"?

_____

_____

_____

24. How valuable are the materials which you received at the Center to you -- such as course of study and the mimeograph sheets? _____

_____

_____

Appendix K - Questionnaire to Administrators

QUESTIONNAIRE

Date _____

TO: School Superintendents, Principals, Regional Coordinators, State Supervisors, and Teacher Educators who have visited the Demonstration Center at Reidland, Kentucky

FROM: Harold Binkley, Department of Agricultural Education, College of Education, University of Kentucky

This questionnaire is being sent to the persons addressed above who have visited the Demonstration Center at Reidland, Kentucky. Please help us evaluate the effectiveness of the Demonstration Center by responding to the following questions. Read each question carefully and give the best answer you can. Return the questionnaire in the enclosed self-addressed envelope as soon as possible.

A. Position and Scope of Responsibility

1. Name _____

   Position _____

   Address _____

2. How many vocational agriculture departments are under your supervision? _____

3. Total students enrolled in these departments (give estimate) _____

4. How many teachers of vocational agriculture are in the schools which you have a responsibility for programs?

   _____

5. How many departments of vocational agriculture have programs which provide training in agricultural occupations (other than farming)? _____

6. Please list the names and occupations (or positions) of the people who visited the Demonstration Center with you.

Name	Occupations
_____	_____
_____	_____
_____	_____

B. Effectiveness of Demonstration Center

1. When you visited Reidland, was the program in agricultural occupations adequately explained and demonstrated to you?

_____

2. What suggestions would you make for improving the Center and the job of "demonstrating a program in agricultural occupations"?

_____

_____

_____

3. What is your reaction to the program in agricultural occupations? (Check all appropriate comments)

a. Of great interest _____

b. Have little interest _____

c. Good possibilities _____

d. Limited possibilities _____

e. Needed in my schools _____

f. Not needed in my area _____

g. Would like to have program going now _____

h. Will not establish such a program _____

i. Other comments _____

_____

4. What is the reaction of teachers and administrators in your school(s) to this type of program? (Check all appropriate comments)

a. Good potential _____

b. Limited possibilities _____

c. Strong need _____

d. Little need _____

e. Interested in starting a program _____

f. Not interested _____

g. Would like to have such a program now _____

h. Not interested in starting such a program _____

i. Other comments _____

_____

C. Programs Underway At Present

1. If no programs have been established, go to Section "D"

2. List the schools within your scope of responsibility where programs in agricultural occupations are already underway.

School	Address	Number of Students	Month and Year Started

3. What are the major areas with which these programs are concerned? (Give numbers of programs for each area)

Agricultural business--sales and service _____

Agricultural machinery _____

(Other) _____

4. What percent of all the agriculture students are enrolled in the program?

a. Freshmen _____%
b. Sophomores _____%
c. Juniors _____%
d. Seniors _____%

5. What is the average number of agricultural businesses, per program, that are available to provide supervised practice for the students? _____

6. To what extent has the attitude been favorable in providing supervised practice for the students? (Select one) _____
(Excellent, Good, Fair, Poor)

7. Have the ideas you received at Reidland helped you in establishing programs in your area? _____

8. What has been the student reaction to this type of program? (Check appropriate columns)

Area	Excellent	Good	Fair	Poor
Interest				
Demand				
Supervised practice				
Cooperation				
Motivation				

(Others) _____

_____

D. Plans for Future Development

1. Are there plans to start programs in agricultural occupations in your school(s)? If so, list the schools.

School	Address	Estimated Starting Date	Area of Instruction

2. Are there sufficient businesses in the communities, where the programs are to be established, to provide students with supervised practice? _____

3. If you feel that programs such as the one at Reidland are not possible in your schools, what are the obstacles?

a. _____

b. _____

c. _____

d. _____

4. Have efforts been made to get teachers, principals, businessmen, board members, and other people who are responsible for the establishment of new programs to visit the Demonstration Center at Reidland?

_____

If your answer is "no," do you anticipate initiating such an activity? _____
When? _____

E. Estimate of Potential for Programs in Agricultural Occupations in Your Schools

1. Is there a need for training in agricultural occupations in the schools where you have responsibilities? (Select one)
(Strong, Medium, Weak) _____

2. What is the opportunity for employment for young men with such training? (Check one) a. Excellent _____
b. Good _____ c. Fair _____ d. Poor _____

3. In what area of agricultural occupations do you think the opportunities for employment are greatest? _____

4. How many of the schools in your area should have programs of instruction in agricultural occupations? _____

5. What is your estimate of the potential for program development in your schools? (Use numbers)

Area	Excellent	Good	Fair	Poor
Agricultural Business, Sales and Service				
Agricultural Mechanics				
Vocational Horticulture				

Appendix L - Instrument for Evaluating the Center

EVALUATION OF DEMONSTRATION CENTER

Reidland High School, Paducah, Kentucky

Specific Objectives of the Center:

I. To demonstrate an on-going program which has as its purpose the training of 12th grade students of vocational agriculture in nonfarm agricultural occupations, area: agricultural-supply businesses -- sales and service occupations

II. To further develop the training program at the "Center"

Major Areas to be Evaluated:

I. The program -- How well does the program at Reidland, as operated, prepare 12th grade students of vocational agriculture for work (occupations) in agricultural-supply businesses -- sales and service?

II. The program demonstrated -- How well does the "Center" demonstrate the program to those who come to observe and study it?

Evaluation:

Evaluation ratings and figures to use for the various areas to be evaluated are as follows:

5. -- Excellent: the provisions or conditions are extensive and are functioning in an excellent manner.

4. -- Very good:*

   a. The provisions or conditions are extensive and are functioning well, or
   b. The provisions or conditions are moderately extensive but are functioning in an excellent manner.

3. -- Good: the provisions or conditions are moderately extensive and are functioning well.

---

*You may wish to indicate which of the alternatives given for evaluation "4" or "2" applies, you may use "4a" or "4b" and "2a" or "2b."

2. -- Fair:*

   a. The provisions and conditions are moderately extensive but are functioning poorly, or
   b. The provisions and conditions are limited in extent but are functioning well.

1. -- Poor: the provisions or conditions are limited in extent and functioning poorly, or they are entirely missing but needed.

N. -- Does not apply or unable to evaluate.

AREA I

Specific Areas to Evaluate Regarding THE PROGRAM

1. Evaluation of "basic need" for the program — Rating _____

   Comment: _____

   _____

   _____

2. Evaluation of employment opportunities — Rating _____

   Comment: _____

   _____

   _____

3. Place of "the course" in the total vo-ag program — Rating _____

   Comment: _____

   _____

   _____

4. Adequacy of school and administrative support — Rating _____

   Comment: _____

   _____

   _____

5. Use made of an advisory committee Rating _____

Comment: _____

_____

_____

6. Procedures used in orienting students and parents to the program Rating _____

Comment: _____

_____

_____

7. Procedure used in selecting students for the program Rating _____

Comment: _____

_____

_____

8. Adequacy of course of study Rating _____

Comment: _____

_____

_____

9. Adequacy of the classroom for the group instruction Rating _____

Comment: _____

_____

_____

10. Evaluation of method(s) used in teaching the classes Rating _____

Comment: _____

_____

_____

11. Adequacy of instructional materials used Rating _____

Comment: _____

_____

_____

12. Kind and quality of supervised work experiences provided Rating _____

Comment: _____

_____

_____

13. Procedures used in placing boys for work experience Rating _____

Comment: _____

_____

_____

14. Adequacy of supervision of student work experience Rating _____

Comment: _____

_____

_____

15. Adequacy of cooperation by cooperating employers Rating _____

Comment: _____

_____

_____

16. Evaluation of program by cooperating employers Rating _____

Comment: _____

_____

_____

17. Adequacy of class schedules and work schedules of students — Rating _____

Comment: _____

_____

_____

18. Evaluation of the program by the students — Rating _____

Comment: _____

_____

_____

19. Adequacy of records kept by students — Rating _____

Comment: _____

_____

_____

20. Evaluation of tests and evaluations set up for the program — Rating _____

Comment: _____

_____

_____

21. Evaluation of student progress — Rating _____

Comment: _____

_____

_____

22. Evaluation of what boys do after completing the program — Rating _____

Comment: _____

_____

_____

23. Adequacy of public relations regarding the program — Rating _____

Comment: _____

_____

_____

24. _____ Rating _____

Comment: _____

_____

_____

25. _____ Rating _____

Comment: _____

_____

_____

Remarks

_____

_____

_____

_____

_____

_____

_____

AREA II

Specific Areas to Evaluate Pertaining to DEMONSTRATING THE PROGRAM

1. Orientation of visitors to total program of vo ag (Including changes in the agricultural picture of McCracken County) — Rating _____

Comment: _____

_____

_____

2. Involvement of teachers of agriculture in the department in orienting visitors to the total program of vocational agriculture

Rating _____

Comment: _____

_____

_____

3. Orientation of visitors to the NONFARM AGRICULTURAL PROGRAM for 12th grade students

Rating _____

Comment: _____

_____

_____

4. Arrangement of the facilities for demonstrating the program

Rating _____

Comment: _____

_____

_____

5. Arrangement for visitors observing the class in session

Rating _____

Comment: _____

_____

_____

6. Facilities for conferencing with visitors

Rating _____

Comment: _____

_____

_____

7. Administrative personnel made available to visitors for discussion — Rating _____

Comment: _____

_____

_____

8. Cooperating employers made available to visitors for discussion — Rating _____

Comment: _____

_____

_____

9. Advisory committee personnel made available to visitors — Rating _____

Comment: _____

_____

_____

10. Evaluation of training stations — Rating _____

Comment: _____

_____

_____

11. Information circulated regarding the "Center" (Flyer, brochure, and reservation form) — Rating _____

Comment: _____

_____

_____

12. Materials provided visitors to the "Center" — Rating _____

Comment: _____

_____

_____

13. Information secured from visitors (Registration cards) Rating _____

Comment: _____

_____

_____

14. Plan of follow-up study of those who visit the "Center" Rating _____

Comment: _____

_____

_____

15. _____ Rating _____

Comment: _____

_____

_____

16. _____ Rating _____

Comment: _____

_____

_____

Remarks

_____

_____

_____

_____

_____

_____